

Arizona ***Career Pathways*** **Guide**



2000



**Classroom Activities
and Projects
for Grades K-12**

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Arizona
Career Pathways
Guide



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for Grades K-12**

Arizona Career Pathways Guide 2000

Classroom Activities and Projects: K-12

This guide contains materials for teachers and counselors to use in the classroom with students at all grade levels. Each activity or project provides students with information to help them make career decisions, learn about the workplace, and develop general employability skills. Using these materials within the context of a *Career Pathways* system makes learning relevant for students; they begin to see relationships between the skills and knowledge they are learning in the classroom and their career interests.

This guide is a companion to three previous guides:

Career Pathways: An Implementation and Resource Guide

Career Pathways: A Guide for Students and Families

Career Pathways: Strategies and Resources 1999

These may be obtained from the Arizona Department of Education. Call the Office of Workforce Education and Development at Arizona State University at (480) 965-8015 for ordering information.

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Note: Although activities/projects are listed under a specific grade level, teachers/counselors are encouraged to review all of the materials. Adaptation above or below grade level is possible.

Introduction

Career Pathways provide schools and districts a structure for organizing courses and activities into a coherent system that allows students opportunities for focused career exploration. The system provides students rigorous preparation in academic skills, relevant occupational instruction, purposeful career counseling, and opportunities for work-based and extracurricular experiences.

The six *Career Pathways* include a wide variety of careers and jobs. These jobs may be entry-level, semi-professional, or professional and require different levels of education and training.

Arts/Communications/Humanities

Examples of career areas are journalism, broadcasting, graphic design, music, interior design, and printing.

Business Systems

Examples of career areas are accounting, financial management, administrative services and support, and retail/wholesale sales and management.

Engineering/Industrial Systems

Examples of career areas are building trades, architecture, engineering, and automotive services.

Health Services

Examples of career areas are medicine, medical laboratory technology, and physical therapy.

Natural Resources

Examples of career areas are agricultural operations/farm management, wildlife biology, forestry, and groundskeeping.

Social Human Services

Examples of career areas are hospitality services, child and family services, personal and customer services, social services, law and legal services, education, and protective services.

Components of the *Career Pathways* System

★ Academic Standards

Arizona's academic standards identify what students should know and be able to do in arts, foreign language, health, language arts, math, science, social studies, technology, and workplace skills. Relating the academic standards to careers helps students develop those skills in a relevant context.

★ Counseling

Career guidance helps all students develop skills that prepare them for work and lifelong learning. These skills include the ability to find and use career information, identify a *Career Pathway*, apply decision making skills to career selections, and develop attitudes and skills to be successful in the workplace.

★ Extracurricular Activities

These activities provide students with important opportunities to develop leadership, organizational, and teamwork skills while reinforcing their *Career Pathways* choice.

★ Work-based Learning

Experiences in the workplace help students relate skills that they are learning in the classroom to skills used on the job. Work-based learning provides relevance for students and helps them see connections between what they do at school and what they do on the job.

Getting Started

Putting the *Career Pathways* structure into place doesn't mean replacing already existing programs and systems that have proven successful.

The following steps can help implementation teams examine current practice and identify needed areas of change in order to successfully implement *Career Pathways*.

- ★ **Identify current courses and programs that can be incorporated into the *Pathways*.** Identify the coherent sequence of instruction and the outcomes for these courses and programs. Look for opportunities for interdisciplinary and integrated teaching.
- ★ **Identify current work-based learning experiences that can be incorporated into the *Pathways*.** Make suggestions for additional work-based learning experiences and activities.
- ★ **Suggest how current career counseling programs and tools can be incorporated into the *Pathways*.** Make suggestions for additional career development experiences.
- ★ **Identify campus organizations and clubs that support the *Pathways*.** Make additional suggestions.
- ★ **Identify individuals/groups who will be affected by implementing the *Pathways*.** Identify the most effective way to market the *Pathways* to each of these groups.
- ★ **Identify printed materials or other forms of media that can be developed by the school/district for marketing the *Pathways*.** What information needs to be included? How should the materials be distributed?

Teaching Students in a *Career Pathways* System

Teaching students within a relevant context is one of the main intentions of the *Career Pathways* system. When students understand the importance of academic standards, counseling, extracurricular activities, and work-based learning in helping them prepare for career success they are less likely to drop out of school and are more likely to pursue postsecondary training and education. When classroom activities and lessons are related to their interests, students are more engaged and take responsibility for their own learning.

Each of the activities has similar parts, including:

- ★ an **objective** that describes what the students will obtain from the activity;
- ★ a **materials list**;
- ★ an **activity description** that outlines the steps for delivering the activity; and, where appropriate,
- ★ **suggestions for adapting the activity** to each of the six *Career Pathways*.
For example, if students are to interview employees, they may choose representatives from an industry that is represented in a *Pathway* of interest to them.

In addition, some activities have supplemental information attached such as student working materials, teacher forms, and evaluation sheets. These may be photocopied as needed.

★Section I

Classroom Activities for Grades K-3

These activities are designed to introduce young children to careers and assist them in exploring their own interests, talents, and abilities. They may be delivered by the classroom teacher and/or by the guidance counselor. Teachers and counselors are encouraged to make modifications as needed to best meet the needs of the children.

Activity One. *Career Pathways Inventory*

Objective	Students will identify occupations of interest in the <i>Career Pathways</i> .
Materials	<i>Inventory</i>
Activity Description	<p>This inventory is used with students in grades 3-5. This inventory was developed through the Center for Educational Development under U.S. Department of Education grant R215S50053. It is based on the National Standards for School Counseling Programs, the National Occupational Information Coordinating Committee guidelines for a competency-based approach to career development, and Arizona's Comprehensive Competency-Based Guidance Program. For permission to use any of this copyrighted material, please contact the Center for Educational Development at 1-800-749-8065.</p> <p>Complete directions for using the activity are on the following pages.</p>

Career Pathways Inventory

Directions for Sessions One and Two

Each student should have a pencil; a green, red, and yellow crayon; a survey; a graph sheet; and a blank piece of paper to cover the rows in the survey.

The teacher or counselor will say to the students:

Use your pencil to print your name in the space provided. When you are finished, put your pencil down. It is important not to work ahead because you might misinterpret the pictures in the survey.

Look at the first picture in Row 1. It is a picture of an actor and a dancer. Would a performing career interest you? (Hint: When describing pictures, describe the skills involved rather than the specific occupation.)

If your answer is yes, mark the “thumbs up” box with your green crayon.

(Green means “yes - go for it!”)

If your answer is no, mark the “thumbs down” box with your red crayon.

(Red means “no way!”)

If your answer is maybe, mark the “thumbs to the side” box with your yellow crayon.

Yellow means “possibly.”)

Moving across the row to the right, look at picture B. This is a picture of an office phone like a secretary would use. If working in a career like this would interest you, mark the box with a green crayon. If your answer is no, mark the thumbs down box with your red crayon. If your answer is maybe, mark the thumbs to the side with your yellow crayon.

(The teacher or counselor continues this process with each picture, giving as much explanation about the career as students need. Transparencies may be helpful.)

1C - Health Attendant

1D - Truck Driver

1E - Pet Groomer

1F - Fast Food Worker

2A - Floral Worker

2B - Retail Salesperson

2C - Personal/Home Health Aide

2D - Machine Operator

2E - Groundskeeper

2F - Teacher Aide

3A - Artist

3B - Bank Teller

3C - Dental Hygienist
3D - Auto Mechanic
3E - Horse Trainer
3F - Law Enforcement Officer

4A - Video Producer
4B - Travel Agent
4C - Medical Technician
4D - Plumber
4E - Pest Control Technician
4F - Cosmetologist

5A - Professional Athlete
5B - Restaurant/Hotel Manager
5C - Veterinarian
5D - Architect
5E - Forest Ranger
5F - Lawyer

6A - Meteorologist
6B - Accountant
6C - Doctor/Nurse
6D - Air Traffic Controller
6E - Marine Biologist
6F - Teacher

Check to be sure each student has marked only one box under each picture with green, red, or yellow. Distribute one graph sheet to each student. (Either you or the students should fold the bottom of the graph sheet to cover the *Career Pathways* information.)

The teacher or counselor will say to the students:

(Transparencies may be helpful to explain this task.)

Slide the graph sheet under the bottom edge of the picture inventory sheet. Be careful to keep the edges straight. If done correctly, the hand positions on the graph sheet should be lined up below the hand positions on Row 6. Take your blank sheet of paper and carefully lay it on top of the picture inventory sheet so you can see only the thumbs up positions in Column A in all 6 rows. Count the number of green thumbs up you have marked in Column A. With your pencil, write the total number marked in Row 7 under the thumbs up. Zero is OK.

Slide the paper to the right so you can see all the thumbs down in Column A. Count the number of red thumbs down you have marked in Column A. With your pencil, write the total number in Row 7 under the thumbs down.

Slide the paper to the right so you can see all the yellow thumbs to the side you have marked in Column A. With your pencil write the total number marked in Row 7 under the thumbs to the side.

(Repeat the instructions for Columns B, C, D, E, and F. Students should have a number entered in each box. If there are no selections, they should enter a "0.")

The teacher or counselor will say to the students:

Put the picture inventory underneath the graph sheet. It is not needed for the next task.

To create a graph, the teacher or counselor will say to the students:

Use your blank sheet of paper to cover all the boxes except the boxes under the thumbs up in Column A.

Look at the number below the thumbs up in 7A. With your green crayon, begin at the bottom of the graph and color in boxes to equal that number. For example, if your total is 2, color in the bottom 2 boxes in the graph. If you have 0, do not color in any boxes.

Slide the paper to the right to show the total of the thumbs to the side in 7A. With your yellow crayon, you will begin at the bottom of the graph and color in boxes to equal that number. Remember, if you have 0 you won't color in any boxes.

Count to be sure you have a total of 6 boxes colored in Graph A.

(The counselor repeats the same instructions for Columns B, C, D, E, and F.)

The graph shows which *Career Pathways* interest you. Find the graph that shows the most green choices. Circle the letter. At the bottom half of the graph sheet, find the *Career Pathway* that matches that letter. Circle it. Now read the information about the *Pathway* you have chosen.

Directions for Sessions Three and Four

Prior to class, prepare six posters. Put one *Career Pathway* title on each poster. Cut apart the occupation sheets and group all the number ones from each sheet together, all the number twos, etc.

In class, work with the students to define “categories.” Examples might be grocery stores, types of cars, names of vegetables, etc. Continue until students understand the concept of categories. Display the six posters. Distribute only the number one strips and number two strips to the students. Explain that they are going to categorize jobs into career clusters. One at a time, have students read the strip and place it on the appropriate poster. Have each student explain why he/she chose a particular *Pathway*. Students should start to understand the concept of *Career Pathways* versus individual jobs.

Group students by their *Pathway*. Use the individual *Pathway* sheets to expand the understanding of *Career Pathways*. Explain to students that:

- ★ 1 cap and diploma = a high school diploma or GED; entry-level jobs
- ★ 2 caps and diploma = a certificate or associate degree from a technical college or community college; semi-professional jobs
- ★ 3 caps and diplomas = a baccalaureate degree and beyond from a 4-year college or university; professional jobs

Have students work in groups to brainstorm other careers and educational requirements that fit in their *Pathway*. They can also create posters showing the variety of careers in their *Pathway*, display their posters, and share information about their posters with the class.

A helpful resource is the *Children’s Occupational Outlook Handbook*. To order a copy, call 1-800-525-5626.

Activity Two. Workers We Know

Objective	Students will describe careers of people they know (paid or unpaid).
Materials	<i>Crayons</i> <i>Markers</i> <i>Paints</i> <i>Strips of paper suitable for attaching to walls</i>
Activity Description	<ol style="list-style-type: none">1. Attach long strips of paper around the walls of the room for students to develop a mural of workers.2. Have each student create a picture of someone he or she knows who works.3. Draw the worker according to the way he or she looks at work with the kind of clothing, tools, etc. that are necessary for the job.4. Have the students tell about the people in their pictures. <p>For example:</p> <p><i>What job is pictured?</i> <i>What are some of the things this person does at his/her job?</i> <i>What kinds of special clothing or tools does this person use?</i> <i>Does this person mostly work inside or outside?</i> <i>How do we use what their work produces?</i></p> <p>From: <i>Development Guidance Classroom Activities for Use with National Career Development Guidelines: Grades K-3</i>. Edited by Judith Rogala, Roger Lambert, and Kim Verhage. 1992. University of Wisconsin System Board of Regents: Center on Education and Work, University of Wisconsin-Madison School of Education. Reprinted with permission.</p>
Adaptation to Arizona's Career Pathways	Use as a follow-up activity to the <i>Career Pathways Inventory</i> (Activity One). Have each student identify the <i>Career Pathway</i> related to his/her picture. Categorize the pictures by <i>Career Pathway</i> . Talk about similar skills between/among the jobs and between/among the <i>Career Pathways</i> . These may include being able to speak or write well, knowing how to do math, getting along with others. Develop a list of similar skills and categorize by type.

Activity Three. Classroom Speakers: Helping Students Make Connections and Contacts

Objective	Students will identify aspects of a specific career/occupation.
Materials	<i>Classroom Speaker Checklist</i> <i>Classroom Speaker Questionnaire</i> <i>Sample Thank-you Letter</i>
Activity Description	<p>Classroom speakers provide students with opportunities to meet a worker in person and ask career/job related questions without leaving the classroom. Through planned experiences, students gain information on a wide range of occupations. With proper planning and structure, classroom speakers can be a valuable learning experience.</p> <p>To assist the classroom speaker in addressing relevant information, provide a list of desired topics. This information may include:</p> <ul style="list-style-type: none">★ <i>overview of current job duties,</i>★ <i>entry level skills and educational requirements,</i>★ <i>job attributes (work environment, workplace culture, salary, etc.),</i>★ <i>related jobs/careers and possible career ladders.</i> <p>Encourage the guest speaker to bring tools/equipment used on the job, samples of work, etc.</p> <p>With acknowledgment of Somerton Middle School, Somerton Elementary School District, Career Education Program.</p>

Activity Three. Classroom Speakers: Helping Students Make Connections and Contacts

Adaptation to Arizona's Career Pathways: Suggested speakers by Career Pathway

Arts/Communications/Humanities

- ★ Archaeologist (contact local Bureau of Land Management or Forest Service office, or natural history museum)
- ★ Commercial artist (graphic designer, architect)
- ★ Interior designer
- ★ Local artist, author, musician
- ★ Museum employee (e.g., a curator) or volunteer
- ★ Newspaper/TV reporter

Health Services

- ★ Laboratory technician
- ★ Medical records specialist
- ★ Nurse
- ★ Physician
- ★ Sports therapist
- ★ Surgeon
- ★ Veterinarian

Business Systems

- ★ Accountant
- ★ Financial planner
- ★ Network administrator
- ★ Receptionist
- ★ Salesperson
- ★ Secretary
- ★ Store manager
- ★ Web designer

Natural Resources

- ★ Farm manager
- ★ Groundskeeper
- ★ Landscaper
- ★ Rancher
- ★ Wildlife biologist

Engineering/Industrial Systems

- ★ Architect
- ★ Automotive engineer
- ★ Automotive technician
- ★ Carpenter
- ★ Civil engineer
- ★ Plumber
- ★ Surveyor
- ★ Urban planner

Social/Human Services

- ★ Attorney
- ★ Chef
- ★ Convention manager
- ★ Cosmetologist
- ★ Firefighter
- ★ Meeting planner
- ★ Police officer
- ★ Psychologist
- ★ Teacher

Guidelines for Using Classroom Speakers

- ★ Determine specific subject and career development objectives for the activity.
- ★ Involve students in the planning process.
- ★ Obtain administrative approval.
- ★ Select the business/organization representative, keeping in mind the students' ages, interests, and abilities.
- ★ Provide speaker necessary facts such as:
 - Size of class*
 - Date, time, and place of presentation*
 - Duration of presentation*
 - Grade/Age of students*
 - Subject/Career development objectives*
 - Planned follow-up activities*
 - Interests/Abilities of students*
 - Available media equipment*
- ★ Confirm the arrangement one or two days before scheduled presentation.
- ★ Explain to students why the presentation has been planned.
- ★ Stress the importance of good behavior and appearance.
- ★ Assign a student or students to greet the presenter.
- ★ Express appreciation at the end of the presentation.

Activities to Do before the Presentation

- ★ Identify industries/organizations that interest the students.
- ★ Research the industry/organization to be addressed.
- ★ Study aspects of the career/occupation to be addressed.
- ★ Develop questions to ask the speaker.

Activities to Do after the Presentation

- ★ Interview other people in similar occupations/careers.
- ★ Hold a discussion about the information provided by the speaker.
- ★ Evaluate the presentation.
- ★ Role play the career/occupation.
- ★ Conduct additional research on the industry/organization, related occupations/careers.
- ★ Read stories about the same industry/organization or occupation/career.
- ★ Write a thank-you letter as a class or by individual students.

Classroom Speaker Checklist

Do:

- ★ Determine a definite date and time before contacting the speaker.
- ★ Get approval from the school administration.
- ★ Contact the speaker with as much notice as possible.
- ★ Confirm the date in writing. Include a map and instructions for front office check-in.
- ★ Contact the speaker a day or so before to remind him/her of the presentation.
- ★ Tell the presenter—in advance—the size of the class and the students' ages and interests.
- ★ Welcome and introduce the presenter to the class.
- ★ Review the purpose of the presenter's visit with the class.
- ★ Thank speaker after presentation and send written thank-you letter, sharing one or two student outcomes.

Do Not:

- ★ Keep a presenter waiting.
- ★ Assume the presenter knows anything about the audience.
- ★ Schedule a speaker early in the morning or late in the afternoon, especially if he/she is traveling far.
- ★ Assign students to hear a presenter if they have little or no interest in what he/she has to say or if they do not know why the presenter is talking to them.

Classroom Speaker Questionnaire

This can serve as a listening guide for students or be used for a question-and-answer period with the presenter. Students may use the information obtained to conduct further research on the presenter's occupation/career or to explore other occupations in the same *Career Pathway*.

1. What is the occupation of the presenter? What is his/her job title?
2. Provide a description of the career/occupation. What does the presenter do on the job?
3. What kinds of education and training are required for this position?
4. What are the working conditions? Where is the job done (inside, outside) and what are the hours (nights, days, weekends)?
5. What is the expected salary? How much money can a person expect to earn in this occupation?
6. Is it possible to move up in this career/occupation? How?
7. What does the presenter like most/least about his/her career/occupation?
8. Are you (the student) interested in this career/occupation? Why or why not?

Writing a Thank-you Letter

Writing a thank-you letter to the presenter is very important. It shows how much the presenter's time and effort are appreciated. It also lets that person know how much was learned from the presentation. Remember to include the following information in the letter. One letter may be sent from the entire class or individual student letters may be written.

- ★ Tell the presenter what was most enjoyable about the presentation; be specific and use examples.
- ★ Tell the presenter what was learned; be specific and use examples.
- ★ Tell the presenter what was most interesting about his/her occupation and why.
- ★ End the letter by saying thank you.
- ★ Attach a signature.

Sample Letter

Date

Dear...,

Thank you for visiting our classroom on (date). Your visit was very informative.

I learned a lot about your career. I learned.... The part of your presentation I enjoyed most was....

I think it would be exciting to work in this industry/organization. I am very interested in (occupation). Thank you for your time.

Sincerely,

★Section II

Classroom Activities for Grades 4-6

These activities are designed to help children further explore careers and assist them in identifying their own interests, talents, and abilities. They may be delivered by the classroom teacher and/or by the guidance counselor. Teachers and counselors are encouraged to make modifications as needed to best meet the needs of the children.

Activity One. Discovering Careers: Directed Field Trips

Objective	Students will visit community businesses and organizations to identify careers available and to identify skills related to certain careers.
Materials	<i>Observation Guide</i> <i>Sample Site Questionnaire</i> <i>Sample Thank-you Letter</i>
Activity Description	<p>With proper planning and structure, field trips can be a valuable learning experience. Field trips take students into the work setting and provide the opportunity to see job skills applied to production, client services, worker interactions, and work environments.</p> <p>With acknowledgment of Somerton Middle School, Somerton Elementary School District, Career Education Program.</p>

Activity One. Discovering Careers: Directed Field Trips

Adaptation to Arizona's Career Pathways: Suggested sites by Career Pathway

Individual businesses/organizations are listed below. HOWEVER, almost all businesses/organizations employ a variety of people in a variety of jobs. For example, taking your students to a resort or large hotel would provide many examples of different careers within each *Career Pathway*.

- ★ *Arts/Communications/Humanities*: Every resort has a marketing department employing graphic designers, newsletter editors, and other production staff.
- ★ *Business Systems*: The business department employs accountants, salespeople, secretaries, office assistants, business managers, and human resources staff.
- ★ *Engineering/Industrial Systems*: The facilities management department houses on-site engineers and building maintenance personnel.
- ★ *Health Services*: High-end resorts will have personal trainers, exercise physiologists, and nutritionists on staff.
- ★ *Natural Resources*: For those students interested in the Natural Resources *Career Pathway*, consider having them visit the groundskeeping department.
- ★ *Social/Human Services*: Students specifically interested in the hospitality field should visit with the convention planners, culinary staff, and front desk personnel.

To help your students make true connections, think in terms of all aspects of the industry rather than discrete departments or job titles. Other sites may include utility companies, municipalities, supermarkets, hospitals, and large manufacturing firms—even *your own school*!

Arts/Communications/Humanities

- ★ Artist studio
- ★ Graphic design/Advertising firm
- ★ Museum
- ★ Music production studio
- ★ Newspaper office
- ★ Radio or television station
- ★ Video production studio

Health Services

- ★ Medical records facility
- ★ Physician's office
- ★ Hospital/Medical center
- ★ Sports medicine center
- ★ Veterinarian's office

Business Systems

- ★ Accounting office
- ★ Bank/Credit union
- ★ Brokerage firm
- ★ Personnel firm
- ★ Retail/Wholesale market

Natural Resources

- ★ Bureau of Land Management office
- ★ Farm/Ranch
- ★ Forest Service office
- ★ Landscaping company
- ★ Nursery

Engineering/Industrial Systems

- ★ Automotive repair shop
- ★ Building/Construction firm
- ★ Engineering firm
- ★ Manufacturing firm

Social/Human Services

- ★ Attorney's office
- ★ City convention center
- ★ Fire station
- ★ Hotel/Motel

- | | |
|--|---|
| | <ul style="list-style-type: none"> ★ Police department ★ Restaurant ★ School/Child care center |
|--|---|

Planning an Effective Field Trip

- ★ List and clarify career development and course objectives for the trip.
- ★ Select a destination that will best meet those objectives.
- ★ Determine the total cost of the trip, if any.
- ★ Obtain administrative approval.
- ★ Have students list specific purposes for the trip.
- ★ Contact the place to be visited. Establish a contact person and discuss the following items:
 - Date of visit*
 - Time of arrival*
 - Duration of visit*
 - Size of group that can be accommodated*
 - Objectives of visit*
 - Lunch accommodations, if needed*
 - Number of chaperones required*
 - Grade/Age level of students*
 - Interests/Abilities of students*
- ★ Contact the host for final confirmation one to two days prior to the visit.
- ★ If possible, make a preliminary visit to the site to gain a better understanding of what the location has to offer.
- ★ Arrange transportation.
- ★ Obtain a signed parent/guardian consent form from each student.
- ★ Invite chaperones.
- ★ Prepare students.
 - Discuss the value of taking notes and taking pictures (if allowed).*
 - Anticipate questions concerning activities being observed and conduct a discussion.*
 - Discuss behavior guidelines such as dress and grooming, courtesy toward host and chaperones, on-site safety rules and regulations.*
- ★ Recheck the itinerary and times for arrival and departure.

Activities to Do before the Field Trip

- ★ Research/study aspects of the industry/organization being visited.
- ★ Develop questions for the host(s).
- ★ Identify appropriate dress for the trip.
- ★ Identify what students will be observing.
- ★ Identify what information students should be seeking. (See *Observation Guide*.)

Activities to Do after the Field Trip

- ★ Interview others in similar occupations and industries.
- ★ Role play observed occupations or jobs.
- ★ Conduct additional research.
- ★ Read stories about the same occupations or industries.
- ★ Develop activity summaries.
- ★ Compare work environment, required education and training, salary for different occupations.
- ★ Analyze how the business/organization affects the local/state economy.
- ★ Define and list all aspects of the industry.

Observation Guide for Field Trip

What are people doing? List 3 - 5 different tasks you see.

Make a list of supplies or equipment used to perform different tasks.

Do you see employees working alone or in teams? If there are teams, how are they organized (number of people, task)?

Describe what the workplace looks like (types of workstations, lighting, layout).

What physical hazards exist? What protection methods and equipment are used?

Identify 2 - 3 jobs or occupations you see that interest you.
(You will do more research on these occupations later.)

Sample Site Questionnaire

Thank you for expressing interest in hosting a field trip for our students. Your participation will help them understand the workplace and identify careers for further exploration. Please answer the following questions and return the form in the envelope provided.

Type of Business/Organization

Business Name, Address, and Telephone Number

Contact Name and Position Title

How many students can you accommodate during a visit?

What days of the week are you willing to have students visit? (Circle all that apply.)

Monday Tuesday Wednesday Thursday Friday

Is there any time of day when you are not able to have students visit?

What time of day is best for you to be contacted to schedule a visit? (Check all that apply.)

- ☐ Morning (7:00 - 11:00 a.m.)
- ☐ Afternoon (11:30 a.m. - 3:00 p.m.)
- ☐ Evening (4:00 - 7:00 p.m.)

What information or assistance do you require from (school/teacher name)?

Writing a Thank-you Letter

Writing a thank-you letter to the host industry/organization is very important. It shows how much the host's time and effort are appreciated. It also lets that person know how much was learned from the visit. Remember to include the following information in the letter. One letter may be sent from the entire class or individual student letters may be written.

- ★ Address the letter to the person who served as the contact for the visit.
- ★ Tell the contact what was most enjoyable about the visit; be specific and use examples.
- ★ Tell the contact what was learned on the visit; be specific and use examples.
- ★ Tell the contact what occupation(s) was most interesting and why. (This information would only be included in an individual student's letter.)
- ★ End the letter by saying thank you.
- ★ Attach a signature.

Sample Letter

Date

Dear ...,

Thank you for allowing me to visit (industry/organization name) on (date). My visit was very informative.

I learned a lot about working in this industry/organization. I learned The part of the visit I enjoyed most was....

I think it would be exciting to work in this industry/organization. I am very interested in (occupation). Thank you for your time.

Sincerely,

Activity Two. Personal Interviews: One-on-one with an Employee

Objective	Students will interview an employee of an organization/industry represented in a <i>Career Pathway</i> .
Materials	<i>Interview Questionnaire</i> <i>Sample Thank-you Letter</i>
Activity Description	<p>Students may interview an employee in person, over the telephone, or through email. Students may choose the interviewee or be assigned a representative based on their interests.</p> <p>Students should compile the interview results in a written report, presentation, or other format as determined by the teacher.</p> <p>With acknowledgment of Somerton Middle School, Somerton Elementary School District, Career Education Program.</p>

Activity Two. Personal Interviews: One-on-one with an Employee

Adaptation to Arizona's *Career Pathways*: Suggested interviewees by *Career Pathway*

Arts/Communications/Humanities

- ★ Archivist/Museum curator
- ★ Artist
- ★ Graphic designer
- ★ Musician
- ★ Newspaper/TV reporter
- ★ Video production engineer

Health Services

- ★ Hospital administrator
- ★ Medical records specialist
- ★ Nurse
- ★ Physical therapist
- ★ Physician
- ★ Physician assistant
- ★ Veterinarian

Business Systems

- ★ Bank manager
- ★ Certified public accountant
- ★ Financial planner
- ★ Office manager
- ★ Salesperson

Natural Resources

- ★ Farm manager
- ★ Forest ranger
- ★ Horticulturist
- ★ Landscaper
- ★ Wildlife biologist

Engineering/Industrial Systems

- ★ Automotive technician
- ★ Carpenter
- ★ Civil engineer
- ★ Electrician
- ★ Facilities manager

Social/Human Services

- ★ Attorney
- ★ Chef
- ★ Firefighter
- ★ Police officer
- ★ Psychologist
- ★ Teacher

Employee Interview

Date _____

Student Name _____

Employee Name _____

Industry/Organization Name _____

1. What was your very first job?
2. What is your job title now?
3. When did you first become interested in pursuing this occupation/career?
4. Who influenced your career decision?
5. What do you do in your occupation? What are your responsibilities?
6. What kind of education and/or training did you need to enter this career/occupation?
7. Have you had to update your skills, go back to school, etc. since taking this position?
8. What kind of equipment/technology do you use everyday?

9. What are the working conditions? Do you work inside or outside, during the day, in the evening, on weekends? How many hours a week do you work?
10. How much money can you expect to make?
11. What are the opportunities for advancement in your career/occupation?
12. What do you like most about your occupation?
13. What do you like least about your occupation?
14. Do you mostly work alone or with a team of people?
15. What advice would you give to someone who is interested in pursuing this career?

Writing a Thank-you Letter

Writing a thank-you letter to the person you interviewed is very important. It shows how much his/her time and effort are appreciated. It also lets that person know how much was learned from the interview. Remember to include the following information in the letter. You may also want to include a copy of your final interview report or invite the person to your classroom if you are making a presentation.

- ★ Tell the person what was most enjoyable about the interview; be specific and use examples.
- ★ Tell the person what was learned in the interview; be specific and use examples.
- ★ Tell the person what information was most interesting and why.
- ★ End the letter by saying thank you.
- ★ Attach a signature.

Sample Letter

Date

Dear...,

Thank you for allowing me to interview you on (date). The interview was very informative.

I learned a lot about your career. I learned.... The part of the interview I enjoyed most was....

I think it would be exciting to work in this career. I am very interested in (occupation). Thank you for your time.

Sincerely,

Activity Three. What Do I Know about Myself?

Objective	Students will complete a self-appraisal questionnaire.
Materials	<i>Self-Appraisal Worksheet</i>
Activity Description	<ol style="list-style-type: none">1. Have students fill out the <i>Self-Appraisal Worksheet</i>.2. Have students discuss the worksheet.3. Have students discuss their goals for junior high school (or 7th/8th grade).4. Have students identify things they can do to prepare themselves for junior high (or 7th/8th grade).5. Have students keep a copy of the completed worksheet in their student portfolios for later evaluation of progress. <p>From: <i>Development Guidance Classroom Activities for Use with National Career Development Guidelines: Grades 4-6</i>. Edited by Judith Rogala, Roger Lambert, and Kim Verhage. 1992. University of Wisconsin System Board of Regents: Center on Education and Work, University of Wisconsin-Madison School of Education. Reprinted with permission.</p>
Adaptation to Arizona's Career Pathways	Include this worksheet in the student's portfolio. Use the items regarding favorite/least favorite subjects (#11 - #13) and goals (#15) to discuss career interests. Relate to skills required in specific careers and occupations. For example, students who like science may be interested in careers in <i>Health Services</i> or <i>Natural Resources</i> . Students who like performing arts and language classes may be interested in careers in <i>Arts/Communications/Humanities</i> .

Self-Appraisal Worksheet

1. I feel best about myself when _____
_____.
2. I would most like to improve _____
_____ about myself.
3. My good habits are _____
_____.
4. Habits I would like to change are _____
_____.
5. In my free time, I most enjoy _____
_____.
6. My favorite books this year are _____
_____.
7. My favorite TV programs are _____
_____.
8. I like to talk to my friends about _____
_____.
9. I get angry when _____
_____.
10. I like to be by myself when _____
_____.
11. The school subjects I like best are _____
_____.
12. I feel the subjects I don't do as well as I could in are _____

_____.

13. The subjects I don't like are _____

_____.

14. I would like to learn more about _____

_____.

15. My goals for 7th and 8th grade are _____

_____.

16. I think the most important thing in my life is _____

_____.

★Section III

Classroom Activities for Grades 7-8

These activities are designed to help students further explore careers and assist them in developing their own interests, talents, and abilities. They may be delivered by the classroom teacher and/or by the guidance counselor. Many schools choose “homeroom,” language arts, or social studies periods to conduct these types of activities thus ensuring that all students receive the information. Teachers and counselors are encouraged to make modifications as needed to best meet the needs of the students.

Activity One. *Career Pathways Survey*

Objective	Students will make an initial <i>Career Pathways</i> selection based on their responses to the survey.
Materials:	<i>Career Pathways Survey</i>
Activity Description	<p>This survey is designed for students in grades 7 and 8 to help them determine which <i>Career Pathway</i> best fits them. Follow-up activities may include career/occupation research, more in-depth commercial interest inventories, field trips, employee interviews, etc.</p> <p>Source: Original</p>

Career Pathways Survey

Read each of the following statements. Rank them from 1 (most like you) to 6 (least like you) in the order that best describes you. Use each number only once.

1	2	3	4	5	6
most like you					least like you

- _____ A. I like to write stories, draw, or play music in my spare time. A lot of people tell me I'm very creative and have a good imagination. If I could have any job, it would be one where I could use my creativity to design things or entertain people.
- _____ B. I enjoy arranging things – everything from a party to a research paper. A lot of people tell me I'm very organized. If I could have any job, it would be one where I could give or take clear directions and work on specific tasks from beginning to end.
- _____ C. I spend my spare time fixing things around the house or taking appliances apart to find out how they work. People tell me I'm mechanically inclined and work well with my hands. If I could have any job, it would be one where I could use tools to build or repair things.
- _____ D. I am really interested in biology and in how the body works. People tell me I'm calm and patient and can make good decisions. If I could have any job, it would be one where I could help people or animals get better and stay well.
- _____ E. I really enjoy doing outside activities and studying plants and animals. People tell me I'm practical and good at solving problems. If I could have any job, it would be one where I could be independent and work outdoors or in a laboratory.
- _____ F. I like being with people and talking to them about their interests. People tell me I'm outgoing and caring. If I could have any job, it would be one where I could work with groups and individuals to make things better for other people.

Turn the page to find out which *Career Pathway* fits you best. For example, if you marked letter A above with a 1 (most like you), read about the *Pathway* on the next page marked with an A.

Key to *Career Pathways* Survey

A = Arts/Communications/Humanities

Occupations in this *Career Pathway* are related to the visual, craft, and performing arts. You may be interested in a career in music, journalism/broadcasting, graphic design, interior design, or printing.

B = Business Systems

Occupations in this *Career Pathway* are related to business operations, administration, and management; and marketing and sales. You may be interested in a career in accounting, financial management, administrative support, or sales.

C = Engineering/Industrial Systems

Occupations in this *Career Pathway* are related to the technology necessary to design, develop, install, and maintain electrical, mechanical, and structural systems. You may be interested in a career in the building trades, architecture, engineering, or automotive services.

D = Health Services

Occupations in this *Career Pathway* are related to the diagnosis and treatment of diseases, disorders, and injuries; laboratory technology; nursing; and therapy. You may be interested in a career in medical/dental assisting, veterinary medicine, nursing, or physical therapy.

E = Natural Resources

Occupations in this *Career Pathway* are related to the natural sciences, agriculture, and the environment. You may be interested in a career in agricultural operations/farm management, wildlife biology, or forestry.

F = Social/Human Services

Occupations in this *Career Pathway* are related to hospitality, personal and customer services, social services, education, legal services, and protective services. You may be interested in a career in education, law, social service, or culinary arts.

Based on this survey and what you know about yourself, answer the following questions:

1. Which *Career Pathway* do you think fits you best?

2. Why do you think this *Pathway* is a good choice for you?

Discuss this information with your teachers, counselor, and family members. Ask them to share what they think about your strengths and talents. It is also helpful to ask them to share information they have about careers and the world of work. There are a variety of other career interest surveys. Your counselor will be glad to help you compare information from other interest inventories with the six *Career Pathways*.

Activity Two. Work Values Assessment: What's Important to You?

Objective	Students will assess their work values and relate them to careers/occupations.
Materials:	<i>Why Work?</i> <i>Value in Dollars</i> <i>The Value of Work</i> <i>Survey of Job Satisfiers</i> <i>Work Values</i>
Activity Description	<p>Have students complete these activity sheets as part of a larger career research project, as an initial exposure to careers/occupations, or as follow-up to completion of an interest inventory.</p> <p>Source: Original</p>

Why Work?

Directions: Choose three occupations in which you are interested. List them below. Next to each occupation, write three words from the list below which describes why you would like to pursue that occupation.

Occupation	Values

1. Money (high salary)
2. Excitement (new and different things to do)
3. Artistic (draw, sketch, create designs or pictures)
4. Creativity (think up new ideas, create new things)
5. Independence (plan own day, free to work when you wish)
6. Intellect (solving complex problems)
7. Leadership (make decisions, tell others what to do)
8. Orderliness (a regular day with a set schedule)
9. Physical (working with your hands, manual labor)
10. Productive (making something, knowing a job has been completed)
11. Recognition (becoming famous, known by a lot of people)
12. Social service (working to help others, giving advice, teaching)
13. Variety (doing many different activities)

Value in Dollars

Directions: Suppose you had the power to set salaries in your community. Give the people listed below a salary according to what you think they deserve. Write this in the column marked “Your Value Judgment.”

Occupation	Your Value Judgment	Actual Salary
1. Bus driver		
2. Manager of supermarket		
3. Police officer		
4. Letter carrier		
5. Firefighter		
6. Electrician		
7. Physician		
8. TV repairer		
9. Sales clerk		
10. Plumber		
11. Clergy		
12. Sanitation worker		
13. File clerk		
14. School teacher		
15. Flight attendant		

Next, find resources at the school or in your community where you can find current salary information for the occupations in the list. Write this information in the column labeled “Actual Salary.”

Hint: The *Occupational Outlook Handbook* is a good resource.

The Value of Work

You have ideas and feelings about the value of work. This exercise will help you to become aware of those values.

Directions: Read the statements in Column 1. Select three statements that best describe the way you feel and mark an X by those statements in Column 2. In Column 3, write the name of an occupation that you think meets each need.

	In this column, mark an X next to three statements that best express the way you feel.	In this column, write the name of an occupation that you think meets each need.
I want to work to:		
1. make money.	<hr/>	<hr/>
2. become famous.	<hr/>	<hr/>
3. do something worthwhile.	<hr/>	<hr/>
4. have power over others.	<hr/>	<hr/>
5. learn something new.	<hr/>	<hr/>
6. help others.	<hr/>	<hr/>
7. develop a particular skill.	<hr/>	<hr/>
8. fulfill an interest.	<hr/>	<hr/>
9. contribute to society.	<hr/>	<hr/>
10. meet new people.	<hr/>	<hr/>
11. have freedom on the job.	<hr/>	<hr/>
12. have adventures.	<hr/>	<hr/>

Survey of Job Satisfiers

Directions: The terms listed below are some of the things that workers hope to get from their jobs. Check the appropriate space to indicate whether each one is: *Very Important*, *Somewhat Important*, or *Not Important* to you.

Statement	Very Important	Somewhat Important	Not Important
1. Good fringe benefits (health insurance, vacation)			
2. Acceptance by colleagues			
3. Admiration from colleagues			
4. Freedom from supervision			
5. Responsibility for problem solving			
6. Assisting others			
7. Opportunity to use artistic talents			
8. Feeling of accomplishment			
9. Job security			
10. Having a reasonable boss			
11. Supervising others			
12. Being able to establish own schedule			
13. Not being stuck in a routine			
14. Adding to the well being of others			
15. Creating new ways of doing things			
16. Being free to lead the kind of life I enjoy			
17. Opportunity for promotion/advancement			

Statement	Very Important	Somewhat Important	Not Important
18. Enjoying social activities with colleagues			
19. Knowing that others see my work as important			
20. Making my own decisions			
21. Opportunity to be intellectually stimulated			
22. Adding beauty to the world			
23. Trying out new ideas and suggestions			
24. Liking the place where I work			
25. Having regular pay raises			
26. Having co-workers I can count on			
27. Being looked up to in my community			
28. Being my own boss			
29. Using leadership abilities			
30. Improving someone's life by my work			
31. Being able to discover something			
32. Feeling relaxed at work			
33. Being paid enough to live well			
34. Feeling like I'm part of a team			
35. Being recognized as an authority			

Work Values

Directions: Arrange the following work values according to how important you feel they are for you. List the *most important at the top* and the *least important at the bottom* of the list.

- | | |
|---|-----------|
| 1. Health and safety | 1. _____ |
| 2. Recognition, prestige | 2. _____ |
| 3. Privacy, independence | 3. _____ |
| 4. Accomplishment, achievement | 4. _____ |
| 5. Money, possessions of value | 5. _____ |
| 6. Family time and harmony | 6. _____ |
| 7. Organizing details and work for others | 7. _____ |
| 8. Variety in tasks | 8. _____ |
| 9. Job security | 9. _____ |
| 10. Freedom to make decisions | 10. _____ |
| 11. Companionship, working with others | 11. _____ |
| 12. Self expression, creativity | 12. _____ |
| 13. Self direction | 13. _____ |
| 14. Self approval, pride | 14. _____ |

Activity Three. On-line Job Search

Objective	Students will use the Internet to enhance their job search skills and expand their knowledge about jobs and careers.
Materials	<i>Internet</i> <i>Paper and Pencil</i> <i>On-line Job Search Sites</i> <i>Sample Questions</i>
Activity Description	<p>Ask students to use the Internet to research job and occupational trends. The Sample Questions may be used to guide their work. By answering these questions, they will gain information about different occupations and about their own career interests. They will become more aware of work experience and training needed for their particular job interest. They will become aware of the projected employment growth for different occupations.</p> <p>As an additional activity, ask students to identify a career for which they will conduct an on-line job search. Explain that different on-line resources provide different amounts of information. Remind them to record the information they find during their search. This information may include the on-line service they used, salary range, education/training needs, and location of the job.</p> <p><i>For these activities, you may choose to make the entire On-line Job Search Sites available or select one or two sites for students to use.</i></p> <p>Source: Original</p>

On-line Job Search Sites

General Job Searches

<http://www.ajb.dni.us>

America's Job Bank. Once on the site, students can select "Job Market Information" and look at the section titled "Trends in the U.S. Job Market." This section describes information about different occupations.

<http://www.occ.com>

On-line Career Center. The oldest and most frequently used on-line career center. Includes national and international postings.

<http://www.monster.com>

The Monster Board. One of the largest Internet job boards, with more than 50,000 job postings. Includes national and international listings. Offers on-line resume building.

<http://www.iccweb.com>

Internet Career Connection. Provides national and international job listings and a link service to other career and education sites.

<http://www.espan.com>

E-Span. Great for technical and nontechnical positions. Allows you to post your resume on the Internet for employers to review.

<http://www.careerpath.com>

Career Path. Combines recruitment ads from six major newspapers, including the Washington Post, Los Angeles Times, and Chicago Tribune.

<http://www.career.mosaic.com>

CareerMosaic. Lists national and international jobs. Ability to post your resume on the Internet for employers to review. Lists recruitment events nationwide.

Specialized Job Searches

<http://www.jobsfed.com>

Federal Jobs Digest. The largest private source for listing of U.S. federal job postings.

<http://www.academply.com>

Academic Employment Network. Specializes in education employment opportunities.

<http://www.tcm.com/hr-jobs>

Human Resources Job Mart. Specializes in job placement in the area of human resources.

<http://www.banking-financejobs.com>

National Banking Network. The oldest and largest private recruiting firm specializing in banking and finance.

Sample Questions

1. What occupations are the fastest growing?
 - a. Require only work experience or on-the-job training?
 - b. Require high school or an associate's degree?
 - c. Require a bachelor's degree or higher?
2. What occupations have the most openings?
 - a. Require only work experience or on-the-job training?
 - b. Require high school or an associate's degree?
 - c. Require a bachelor's degree or higher?
3. What occupations have the largest employment?
 - a. Require only work experience or on-the-job training?
 - b. Require high school or an associate's degree?
 - c. Require a bachelor's degree or higher?
4. What occupations are declining or slow growing in employment?
 - a. Require only work experience or on-the-job training?
 - b. Require high school or an associate's degree?
 - c. Require a bachelor's degree or higher?
5. What occupation are you interested in? Why?
6. Has your job interest changed after having done this activity? Why?
7. What source of information was used to obtain the information above?

★Section IV

Classroom Activities for Grades 9-12

The activities that follow are designed to help all students make postsecondary plans for education and career search and development, as well as provide them with skills and knowledge necessary to succeed in their careers. They may be delivered by the classroom teacher and/or by the guidance counselor. Many schools choose “homeroom,” language arts, or social studies periods to conduct these types of activities thus ensuring that all students receive the information. Teachers and counselors are encouraged to make modifications as needed to best meet the needs of the students.

Activity One. All Aspects of an Industry

Objective	Students will gather and organize, analyze, and present information on the essential components of an organization in their chosen <i>Career Pathway</i> . Because of the scope of this activity, students may work in pairs or teams. Consider using this activity as a large senior project or extended classroom unit. This activity also lends itself to interdisciplinary integration.
Materials	<i>Activity Plan A or B</i> <i>Components Description Sheet</i> <i>Evaluation Guide</i> <i>Student Guide: All Aspects of an Industry</i>
Activity Description	<p>Select one of the plans (A or B) to provide to students as a model for planning the activity and gathering information. The instructor will need to provide specific instructions pertaining to the format and content of the student report. Also, the instructor will need to decide if students will work alone or cooperatively. Use the four steps outlined on the next page to guide students’ work.</p> <p><i>Plan A offers some structure for students in that each of the nine components includes two objectives and two activities for each objective.</i></p> <p><i>Plan B offers questions that can be used as part of an interview. This plan could be helpful for students needing more direction in planning and carrying out the project.</i></p> <p>The <i>Evaluation Guide</i> should be duplicated and distributed to students before they begin the activity.</p> <p>From: <i>Module for Business, Management, & Technology Career Path</i>. Written by Arlene Broeker. 1997. Instructional Materials Laboratory: University of Missouri, Columbia. Reprinted with permission.</p>

Activity One. All Aspects of an Industry

Adaptation to Arizona's Career Pathways: Suggested sites by Career Pathway

Arts/Communications/Humanities

- ★ Artist studio
- ★ Graphic design/Advertising firm
- ★ Museum
- ★ Music production studio
- ★ Newspaper office
- ★ Radio or television station
- ★ Video production studio

Health Services

- ★ Physician's office
- ★ Sports medicine center
- ★ Veterinarian's office
- ★ Medical records facility
- ★ Hospital/Medical center

Business Systems

- ★ Accounting office
- ★ Bank/Credit union
- ★ Brokerage firm
- ★ Personnel firm
- ★ Retail/Wholesale market

Natural Resources

- ★ Bureau of Land Management office
- ★ Farm/Ranch
- ★ Forest Service office
- ★ Landscaping company
- ★ Nursery

Engineering/Industrial Systems

- ★ Automotive repair shop
- ★ Engineering firm
- ★ Manufacturing firm
- ★ Building/Construction firm

Social/Human Services

- ★ Restaurant
- ★ Hotel/Motel
- ★ City convention center
- ★ Fire station
- ★ School/Child care center
- ★ Attorney's office

Student Guide: All Aspects of an Industry

Step One. Select an occupation to research. The research is based on the industry/community organization in which the occupation is found and developed within the framework for All Aspects of an Industry (AAI). You may select several occupations within one industry/community organization and work cooperatively to research the industry using the AAI framework.

Step Two. Think about how you will gather, understand, analyze, and organize the information and ideas. Through this phase of the activity and throughout the remainder of the project, you need to demonstrate the ability to communicate effectively. As part of the planning phase, you should identify a local industry/organization representative to contact for information. Your teacher will determine how the information will be gathered.

- ★ You may visit the workplace to observe and gather information.
- ★ The industry/organization representative may visit the classroom. You should then follow-up with a site visit.
- ★ You may obtain a copy of the organization's annual report.

You should plan how you will gather and organize this information and report to your teacher. This conference will provide an opportunity for the teacher to make suggestions about the plan and to refer to the evaluation guide.

Step Three. Analyze the information you have gathered and organize it into an approved report format. By sharing the reports with the class, you will demonstrate that you can communicate effectively. In addition, the other students in the class will be introduced to the essential components of different industries/organizations.

Step Four. This is the focus of this activity. You need to study your career choices in depth. You should describe activities related to a specific career choice. This component may be incorporated into the group report or prepared as an individual report as assigned by the teacher.

Use the information on the next two pages (*Components of All Aspects of an Industry*) to help you describe and define each area and as a guide for the kind of information you should gather.

Components of All Aspects of an Industry

Planning. This explores the various forms of business ownership and the relationship of the industry to the economic, political, and social context.

- ★ Customer service
- ★ Differences between delivering services and delivering products
- ★ How employees can influence company decisions
- ★ How political groups can have an impact on how an organization operates

Management. This addresses methods typically used to manage enterprises over time within the industry.

- ★ Key components of an organization's mission statement
- ★ How an organization's hierarchy functions
- ★ Significance of an organization's culture
- ★ Organizational structure
- ★ Communication between and among departments within the organization
- ★ Methods and importance of conflict resolution

Finance. This examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.

- ★ Ways an organization obtains capital
- ★ Importance of accounting in an organization
- ★ Key implications of an organization which grants credit
- ★ How paycheck deductions are determined
- ★ Hidden labor costs

Technical and production skills. These cover specific production techniques and alternative methods for organizing the production work.

- ★ Math ability
- ★ Ability to speak and write effectively
- ★ Ability to listen effectively
- ★ Ability to manage time effectively
- ★ Ability to perform basic computer operations
- ★ Importance of deadlines and schedules
- ★ Ability to use teamwork skills
- ★ Ability to use public speaking skills
- ★ Importance of problem-solving skills

Underlying principles of technology. These provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the industry's technology.

- ★ Characteristics of technology used in the occupation
- ★ New equipment in the industry
- ★ Upgrading one's occupational skills related to technology
- ★ Effective information analysis

Labor issues. These examine worker rights and responsibilities, labor unions, and labor history.

- ★ Importance of a written job description
- ★ Importance of knowing employee rights
- ★ Difference between hourly and salaried pay
- ★ Importance of cultural sensitivity

Community issues. These explore the impact of the industry on the community and the community's impact on and involvement with the industry.

- ★ Key ways an organization helps a community
- ★ Key ways a community helps an organization
- ★ Importance of contributing special skills through volunteer work
- ★ Impact of obtaining goods and services outside the community
- ★ Importance of an organization's public perception
- ★ Importance of providing access for the differently abled

Health, safety, and environmental issues. These are examined in relation to both the workers and the larger community.

- ★ Importance of complying with federal agency regulations
- ★ Importance of avoiding job-specific health threats
- ★ Basic safety training techniques
- ★ Importance of participating in preventive medicine programs
- ★ Importance of handling stress effectively
- ★ Management's responsibility for a safe workplace
- ★ Importance of maintaining a safe workplace by and for employees

Personal work habits. These are the elements of personal conduct which an employee should know to succeed.

- ★ Importance of recognizing the dignity of all work
- ★ Importance of producing quality and effective work
- ★ Importance of being fit for work (well rested, drug and alcohol free)
- ★ Importance of exhibiting good attitude, enthusiasm, and integrity
- ★ Importance of exhibiting good grooming and appearance
- ★ Importance of good personal finance management
- ★ Importance of punctuality and good attendance

Plan A

Students may interview employees, review an organization's documents, and use other research materials to complete the following activities.

Planning. This explores the various forms of organization ownership/management and the relationship of the organization to the economic, political, and social context.

Objective: Identify benefits in anticipating technology and market trend changes.

Activities:

1. Identify an organization that has changed in the past five years.
2. What should an employee do if he/she realizes the industry is stagnant or declining?

Objective: Identify an example of how a political group can affect how an organization operates.

Activities:

1. List three ways a political group can affect an organization.
2. Contact a local political group. Find out what organizations or goods/services they try to influence.

Management. This addresses methods typically used to manage organizations over time.

Objective: Identify how an organizational hierarchy functions.

Activities:

1. List the major characteristics of an organization's hierarchy.
2. Describe the major effects that could occur if an organization's hierarchy is ignored.

Objective: Cite examples of reasons an employee should adjust to different management styles.

Activities:

1. List one way a large organization's management style can differ from a small organization's.
2. Describe one advantage and one disadvantage of working for a formally structured organization. What advantages and disadvantages are there in working for an informally structured organization?

Finance. This examines ongoing accounting and financial decisions and different methods for raising capital to start or expand organizations.

Objective: List typical ways an organization obtains capital.

Activities:

1. Identify three typical ways organizations obtain capital.
2. Contact the organization finance officer of a local financial institution and find out what information and documentation the institution needs about an organization before it will approve a loan.

Objective: Describe the importance of accounting in an organization.

Activities:

1. List three reasons accounting is important in an organization.
2. Describe the impact of poor accounting practices on an organization.

Technical and Production Skills. These cover specific production techniques and alternative methods for organizing the production work.

Objective: Demonstrate the ability to perform basic computer operations.

Activities:

1. List one reason computers are so prevalent in the workplace.
2. List five local organizations that use computers and explain how the computers are used.

Objective: Demonstrate the ability to use teamwork skills.

Activities:

1. Describe one factor that is causing organizations to expect greater teamwork skills from employees and members.
2. Give a specific example of how teamwork skills have been used to make a decision for the organization (e.g., choose new equipment, establish a training procedure).

Underlying Principles of Technology. These provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the organization's technology.

Objective: Describe the key characteristics of the technology used in the organization.

- Activities:
1. Describe how one's career strategy in an organization where there is rapid technological change would differ from a career strategy in an organization where there is slow technological change.
 2. True or False: All organizations rely on technology at the same rate and there is little possibility for rapid and unexpected change. Explain the answer.

Objective: Describe the importance of cross-training.

- Activities:
1. Briefly describe why companies value employees who are cross-trained.
 2. Cite a working definition of cross-training.

Labor Issues. These examine employee rights and responsibilities, labor unions, and labor history.

Objective: Describe the importance of a written job description.

- Activities:
1. Describe how a written job description is useful to an employee.
 2. Contact a local organization's human resources representative. Obtain a written job description for a position at that organization. List what the job requires.

Objective: List differences between being self-employed and being an employee of an organization.

- Activities:
1. List three advantages and three disadvantages of owning your own company.
 2. Find an owner of a local business related to your chosen *Career Pathway*. Ask that person to describe the three biggest challenges and three biggest benefits in owning a business.

Community Issues. These explore the impact of the organization on the community and the community's impact on and involvement with the organization.

Objective: Identify key ways an organization helps its community and key ways a community helps an organization.

Activities: 1. List three benefits that a community gets from a local organization.
2. List three ways that a community can help an organization.

Objective: Describe how an organization's public perception is important.

Activities: 1. Describe the importance of an organization knowing how it is perceived by the community.
2. Name one way an organization tries to create its public perception.

Health, Safety, and Environmental Issues. These are examined in relation to both the employees and the larger community.

Objective: Describe the importance of complying with federal agency regulations.

Activities: 1. Describe two penalties that can be levied against an organization that does not comply with federal environmental regulations.
2. Describe the difficulties in knowing all federal regulations. Identify ways organizations find out this information.

Objective: Describe the importance of management's responsibility for a safe workplace.

Activities: 1. Briefly describe why organizations have a strong interest in employee safety.
2. Name a few of the government agencies that protect employees from unsafe practices.

Personal Work Habits. Identify elements of personal conduct which an employee should know to succeed.

Objective: Describe the importance of recognizing the dignity of all work.

Activities: 1. Briefly describe one factor that is making the importance of all work even more critical.
2. Briefly describe how other people contribute to one's success in securing and succeeding in a job.

Objective: Describe the importance of exhibiting a good attitude, enthusiasm, and integrity.

Activities: 1. Describe why it is important to have a good attitude and to be honest.
2. List three to five qualities, in order of importance, that are important in a team leader.

Plan B

Students may wish to design an interview session and plan the appropriate questions to research information about the selected organization. The following list suggests questions related to All Aspects of the Industry and may be used by students to structure the activity.

Planning. This explores the various forms of business ownership and the relationship of the industry to the economic, political, and social context.

1. How does the organization determine its customers' needs and wants?
2. In order to successfully sell a product or service, what should the organization consider in its planning?
3. What are some ways employees can influence organization decision-making?
4. What are the benefits in anticipating technology and market trend changes?
5. How do regulatory laws impact how an organization operates?
6. How does a political group impact how an organization operates?

Management. This addresses methods typically used to manage enterprises over time within the industry.

1. Does the company have a mission statement?
2. What is a mission statement designed to do?
3. How does an organizational hierarchy work?
4. What is a hierarchy designed to do?
5. What is organizational culture?
6. How is the organization structured? Why?
7. How do departments (if they exist) communicate?
8. Do employees have to adjust to different management styles. If so, why?
9. Do you think a larger organization's management style is different from a smaller organization's?
10. How is this organization dependent on the national economy?
11. How is this organization dependent on the local economy?
12. How does this organization address internal and external customer satisfaction?
13. How may cultural diversity affect an organization?
14. What are key differences in how private, public, and nonprofit organizations operate?
15. Why are written policies used in the organization?
16. What resources are available from professional organizations?

Finance. This examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.

1. What are ways an organization can obtain capital?
2. Why is accounting important to an organization?
3. How does granting credit affect an organization?
4. How does an organization estimate and bid contracts?
5. How do paycheck deductions affect an employee?
6. Why is it important for an organization to address cost containment?

Technical and production skills. These cover specific production techniques and alternative methods for organizing the production work.

1. What kind of math ability is needed in the workplace?
2. What are the expectations for being able to write and speak effectively?
3. Does an employee have to be able to listen effectively? If so, why?
4. Are negotiation skills needed in the workplace?
5. Does an employee need to be able to manage time effectively? What are some techniques for time management?
6. Is it necessary for employees to be able to perform basic computer operations?
7. How important are schedules and deadlines?
8. Are team player skills needed in the workplace?
9. Do employees need to be able to supervise and delegate?
10. Are good public speaking skills necessary?
11. Are troubleshooting techniques needed?
12. Do jobs interrelate?
13. Does an employee have to be able to obtain technical information?
14. Are there certification requirements for a specific job?

Principles of technology. These provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that underlie the organization's technology.

1. What technology is used in the organization?
2. Will employees be expected to continuously upgrade job skills?
3. Will employees be expected to be adaptable and to continue learning?
4. Do employees have to make decisions?
5. Does the organization require cross-training?

Labor issues. These examine employee rights and responsibilities, labor unions, and labor history.

1. Are there written job descriptions? If so, why?
2. Do employees know their rights?
3. Is organized labor (union) in the organization?
4. Are employees paid hourly or salaried? What are the advantages and disadvantages of each?
5. How is it different to be self-employed or to work for an organization?
6. Do employees have to work long hours occasionally? If so, why, and is there compensation?
7. Is cultural sensitivity important in the workplace?

Community issues. These explore the impact of the organization on the community and the community's impact on and involvement with the organization.

1. Does the organization participate in community projects?
2. Does the organization payroll impact the community? If so, how?
3. Does the community provide the organization ready access to an educated workforce?
4. Can the community provide the organization's transportation needs?
5. How does the organization maintain a good public image?
6. Is the facility accessible to the differently abled?

Health, safety, and environmental issues. These are examined in relation to both the employees and the larger community.

1. Does the workplace have to comply with federal agency regulations?
2. Are there job-specific health threats?
3. Is there basic safety training?
4. Are there programs to help manage stress?
5. Does the organization have good workplace ergonomics?
6. Does management take the responsibility for a safe workplace?

Personal work habits. Identify elements of personal conduct which an employee should know to succeed in the organization.

1. Is it important to recognize the dignity of all work?
2. Is quality of work emphasized?
3. Is it important to be physically fit?
4. Is a good attitude expected in the workplace?
5. Do appearance and hygiene matter in the workplace?

Activity Summary. All Aspects of an Industry

A focus on a strong understanding of an experience in All Aspects of an Industry has a number of advantages.

- ★ **Transferable skills.** Students who study and work on all the basic issues facing an organization are equipped to stay within an occupation whose specific technical skills requirements change, move to a different job within that organization, or work in a different organization that faces similar issues. Students get the benefits of hands-on, contextual learning without the risk of learning a set of skills that may become obsolete.
- ★ **Economic development.** The aspects outlined in the activity are the skills needed for community economic development, including self-employment and small business ownership or management. This is especially important for students and communities where good jobs are not readily available.
- ★ **Increased integration of learning.** This activity serves as a tool for integrating content and helping students master academic standards.

Further Applications of the Activity.

Students benefit from this activity by addressing these three issues and applying the information to their career plan. The instructor should arrange a conference with the student to discuss the following three components. The framework of the evaluation conference may consist of a self-evaluation written by the student, which would then be presented to the instructor as an oral summation. The interview could include the areas of strength and areas needing improvement for the student. This portion could be included in the evaluative process if the instructor so chooses and could result in review (or maintenance) of the personal portfolio of the student.

- ★ **Transferable skills.** Identify the skills which could be moved to a different job within the organization. Identify the specific technical skills which will require change in the next five years.
- ★ **Economic development.** Identify the advantages and disadvantages of small business ownership or management in the community studied.
- ★ **Increased integration of learning.** Identify at least two ways in which this activity will help the student master academic standards.

Evaluation Guide

Activity for All Aspects of an Industry

	Exemplary 2 points	Acceptable 1 point	Not Acceptable 0 points
1. Written Communications			
★Student organizes thoughts into expressive written form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student uses correct grammar and spelling in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student proofreads, edits, and revises written documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Oral Communications			
★Student delivers messages with clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student follows oral directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student participates in group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student listens effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student utilizes good public speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mathematics Usage			
★Student uses basic computational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Computer Usage			
★Student produces a product using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Problem Solving			
★Student identifies and defines problems/issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student generates and selects from alternative strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student considers the consequences of actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student makes informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Interpersonal Skills			
★Student contributes ideas, suggestions, and effort for completion of group tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student demonstrates conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student cooperates as a member of a multi-ethnic, mixed gender team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Time Management			
★Student schedules time to meet task/project deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student selects appropriate resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
★Student allocates resources to complete task/project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total points earned _____ (40 points possible)

Activity Two. Job Interview Practice

Objective	Students will identify the steps in preparing for a job interview, participate in a mock interview, identify three ways to follow up on the interview, and write and edit a follow-up letter for a position in their chosen <i>Career Pathway</i> .
Materials	<i>Interview Skills Checklist</i> <i>Interview Skills Sheets (#1 - #3)</i> <i>Sample Follow-up Letter</i> <i>Video camera/monitor/player</i>
Activity Description	<p>The following are suggested steps to teach the concepts covered in this activity. Modifications may be made to meet specific needs/objectives.</p> <ol style="list-style-type: none">1. Use guest speakers from a variety of industries/organizations to talk about interviewing. (See following list for suggestions.) Prior to the presentation, meet with the speaker and ask that he/she cover the following topics:<ul style="list-style-type: none">★ <i>personal qualities that are looked for in prospective employees</i>★ <i>job skills that are important in a new employee</i>★ <i>elements that the interviewer looks for during an interview</i>2. At the end of the guest speaker's presentation, ask him/her to conduct an interview with a student in front of the class.3. As the interview takes place, point out effective elements to the class.4. Break the class into teams of three. Have students practice interview skills using the sample questions provided. Students should practice three roles during the interview:<ul style="list-style-type: none">★ <i>Interviewer: Use sample questions</i>★ <i>Applicant: Respond to interviewer's questions</i>★ <i>Observer: Watch and evaluate the interview based on provided checklist</i>5. After students have practiced in small groups, conduct a mock interview and record. Have students watch the tape and evaluate the interview individually.6. Have students write a rough draft of a follow-up letter. Exchange the letter with other members of the small group for editing of content and mechanics.

Activity Two. Job Interview Practice

Adaptation to Arizona's Career Pathways: Suggested occupations by Career Pathway

Arts/Communications/Humanities

- ★ Archaeologist (contact local Bureau of Land Management or Forest Service office, or natural history museum)
- ★ Commercial artist (graphic designer, architect)
- ★ Interior designer
- ★ Local artist, author, musician
- ★ Museum employee (e.g., a curator) or volunteer
- ★ Newspaper/TV reporter

Health Services

- ★ Laboratory technician
- ★ Medical records specialist
- ★ Nurse
- ★ Physician
- ★ Sports therapist
- ★ Surgeon
- ★ Veterinarian

Business Systems

- ★ Accountant
- ★ Financial planner
- ★ Network administrator
- ★ Receptionist
- ★ Salesperson
- ★ Secretary
- ★ Store manager
- ★ Web designer

Natural Resources

- ★ Wildlife biologist
- ★ Rancher
- ★ Farm manager
- ★ Groundskeeper
- ★ Landscaper

Engineering/Industrial Systems

- ★ Architect
- ★ Automotive engineer
- ★ Automotive technician
- ★ Carpenter
- ★ Civil engineer
- ★ Plumber
- ★ Surveyor
- ★ Urban planner

Social/Human Services

- ★ Attorney
- ★ Chef
- ★ Convention manager
- ★ Cosmetologist
- ★ Firefighter
- ★ Meeting planner
- ★ Police officer
- ★ Psychologist
- ★ Teacher

Skill #1. Preparing in Advance for an Interview

Before the interview, prepare in advance. Make a checklist of items you want to take with you and the things you need to do prior to the interview. The following will help you plan ahead and give you some good ideas for your job interview “to do” list.

1. Self-analysis

Review your personal background as it relates to this employer and to the position which interests you.

What skills do I bring to the situation?

How do I meet the general requirements of the job?

Why do I want to work for this organization?

What are my strengths and weaknesses?

How have my education and experience prepared me for this position?

Doing this kind of analysis or self assessment should help you enter the interview with enthusiasm, poise, and self confidence.

2. Researching the Organization

Learn about the organization’s history and background. Being able to converse intelligently about the employer will create a favorable impression regarding your maturity and initiative.

Know the product(s) and/or service(s).

Know who the organization’s competitors are (if any).

Know organizational goals/objectives, management style/philosophy, hiring policies.

Learn functions, departments, salary trends, backgrounds of people with certain positions.

3. Attitude and Appearance

You only get one chance to make a positive first impression. With that in mind, don't let your attitude and appearance undermine your chances for success. Remember, how you present and project yourself should create an impression of maturity, confidence, and professionalism. Here are some suggested strategies.

- ★ *Suggested apparel for men is a dark business suit, conservative shirt and matching tie, polished dark shoes and dark socks.*
- ★ *Suggested apparel for women is a dark business suit or conservative dress/jacket, well polished pumps (closed toe) with moderate heel.*
- ★ *Pay close attention to hygiene and hair styles.*
- ★ *Be positive, interactive, and proactive.*
- ★ *Let your enthusiasm shine through.*

4. Materials

There are certain materials you should have organized before the interview. Being prepared with the following materials will help you make a good first impression.

- ★ *An **employment application** that is correctly and neatly completed.*
- ★ *A complete and current **resume**.*
- ★ ***Writing materials.** Trying to find a pen or asking to borrow one may indicate that you are disorganized.*
- ★ ***Money** for parking.*
- ★ ***Address** of and **directions** to the interview location. Arriving late spoils a first impression.*

5. Sample Interview Questions

Many people perform poorly during interviews because they have not prepared answers to possible questions. Although you have no way of knowing exactly which questions will be asked, certain questions are generally included in any interview. Read the following commonly asked interview questions and practice answering them.

Question *In what type of position are you most interested?*

Answer Tell the interviewer what skills you have learned. If you have earned a competency certificate or occupational readiness record, provide a copy.

Question *What jobs have you held in the past? Why did you leave your last position?*

Answer Tell about your previous job experience. Be honest, but positive, about why you left.

Question *What pay do you expect?*

Answer Do your homework on this question. The application form or job advertisement should provide you with information about salary/wages. If you don't know, it is best to say "the salary is negotiable." Find out beforehand what the current wage/salary information is for the position and use that as a basis for your answer.

Question *How long do you expect to work for us?*

Answer No company wants to train someone who is going to leave shortly thereafter. Unless the job is seasonal, don't fix a leaving date as your answer.

Question *What school activities did you participate in while in high school?*

Answer When you answer this question, include all clubs, organizations, and athletic activities in which you participated.

Question *Do you plan to continue your education or training?*

Answer All companies want to hire employees who keep current with developments in the field. Express a willingness to continue education and/or skills training.

Question *Why do you think you might like to work for this company?*

Answer Focus on what you can offer the organization. Talk about your appreciation for learning new skills, facing challenges, or being part of an exciting and successful organization.

Skill #2: Practicing Interviewing Skills

The interview is a chance to “sell” yourself and your skills. You want to give the impression that you are dependable, have the skills necessary for the job, and have the ability to get along with your co-workers. Most interviews have three parts:

Introduction: *The interviewer will try to establish rapport with you to break the ice; set the tone by establishing a positive atmosphere; and instill a warm, trusting, and receptive attitude.*

Body: *This is the portion of the interview where specific information about your education, experience, extracurricular activities, skills, abilities, and ideas will be requested. From this information, the interviewer tries to learn how you can make a difference in the organization. Listen to questions before answering. Your ability to communicate is one of the key factors on which you are rated. Be aware of what your nonverbal behavior is saying and what the interviewer’s nonverbal behavior is saying to you. Relate your past experiences to the position being sought. Look for openings that will allow you to emphasize your strong points. Be prepared to ask intelligent questions that demonstrate you’ve done your homework. Emphasize the positive!*

Close: *This is very much like a sales presentation. Take the opportunity to reiterate your interest in the position. Find out the next step in the selection process. Get contact and timing information. Be sure to note the interviewer’s name and business address.*

Knowing what to expect during the interview will help you be successful. Learning some simple guidelines will also help. Read, study, and practice the following:

During the interview, **DO**:

- ★ Arrive about 10-15 minutes early.
- ★ Offer to shake the interviewer's hand when you meet.
- ★ Let the interviewer take the initiative in the interview.
- ★ Sit only when offered or asked. Sit comfortably, but maintain posture and poise.
- ★ When answering the first question about qualifications or experience, offer your resume.
- ★ Answer all questions directly and truthfully. Be brief but complete.
- ★ Maintain appropriate eye contact.
- ★ Speak clearly.
- ★ Be willing to start at the bottom of the company.
- ★ Show interest in the company by asking questions. If the employer doesn't cover all of your questions, ask them now.

During the interview, **DON'T**:

- ★ Be late.
- ★ Place items on the interviewer's desk. Instead, put them on the floor by your chair.
- ★ Use slang or street language. Instead, use standard English when responding to questions.
- ★ Take extensive notes.
- ★ Talk negatively about past employers/co-workers.
- ★ Raise the question of salary or ask too many questions about benefits.
- ★ Make jokes or argue with the interviewer.
- ★ Chew gum during the interview.
- ★ Slouch in the chair.
- ★ Interrupt the interviewer or start to answer before the question is completely asked.

Actions Speak Louder than Words: Communicating Nonverbally in the Interview

Be aware of nonverbal communication that takes place during the interview. Punctuality, posture, facial expression, eye contact, tension, energy level, time and space sensitivity...all will give the interviewer some clues about sincerity, attitude, temperament, and enthusiasm about the position and organization. Be sure you are communicating what you intend. Here are some strategies to help you communicate nonverbally during an employment interview.

- ★ Keep good eye contact with the interviewer. Don't stare, but establish frequent contact with the interviewer's eyes. This will help personalize the interview.
- ★ Sit comfortably with shoulders fairly erect but not stiff.
- ★ Do not simulate the interviewer's manners or behaviors.
- ★ Use facial expressions...smile.
- ★ Keep enthusiasm in your voice throughout the interview.
- ★ Be an attentive and eager listener. Reinforce the interviewer's comments with nods and approving "ahs" just as he/she does with you.
- ★ Have a firm handshake. Lean into it. Bend your arm at the elbow when you shake hands. Don't lock your arm at the elbow and give a stiff handshake as if trying to push the interviewer away or keep him/her at a distance.
- ★ When sitting, lean forward and toward the interviewer rather than leaning back and away with arms folded.
- ★ Let your body do what it does naturally...let it communicate unity. Gesture with your head and body when you emphasize points.
- ★ Dress neatly and appropriately for the position. Pay special attention to breath, finger nails, and other items of personal hygiene.

Skill #3: Following up after an Interview

After the interview, do some reflecting and introspection. A review of questions and your responses and strategies should be considered:

- ★ *How well did I present my qualifications?*
- ★ *What points seemed to interest the employer?*
- ★ *How can I improve on my next interview?*

Many times, there are two or three equally qualified candidates for the same position. Sometimes the job goes to the applicant who shows he/she is truly interested by checking back after the interview. There are three ways of following up after an interview:

- ★ *Make a return visit.*
- ★ *Make a telephone call.*
- ★ *Send a letter.*

Writing a Follow-up Letter

A letter can sometimes be the most effective method of following up an interview. The letter should be prepared and mailed immediately after the interview so that it arrives within a few days. Many experienced job seekers have the follow-up letter prepared prior to the interview.

The follow-up letter doesn't have to be long or complex. Three paragraphs are usually sufficient:

- | | |
|--------------|--|
| Paragraph #1 | Thank the person for the opportunity to interview. |
| Paragraph #2 | Include information that you may have overlooked during the interview. This additional information may give you an edge over other qualified applicants. |
| Paragraph #3 | Indicate that you are still interested in the job. Make a positive comment about your ability to do the job. |

Sample Follow-up Letter

Date

Pat Jones
Personnel Manager
Business Name
124 E. 1st Street
Sun City, AZ 85834

Dear Mr./Ms. Jones:

(Paragraph #1)

Thank you for giving me the opportunity to interview for the position of Job Title at Organization Name. Your company offers a wonderful opportunity to apply my skills and to learn new ones.

(Paragraph #2)

During the interview, I neglected to mention that I won first place in a Competition held in Phoenix in April in my senior year. I feel this award is an additional indication of my skills and readiness for employment with your company.

(Paragraph #3)

I am still very interested in working for Company Name. If hired, I would be a most reliable employee.

I can be reached at (602) 555-1213. Thank you.

Sincerely,

Applicant Name
Address

Interview Skills Checklist

Use the following checklist to evaluate the mock interview.

	Yes	No
1. The applicant offered to shake hands with the interviewer.	()	()
2. The applicant remembered and used the interviewer's name correctly.	()	()
3. The applicant maintained poise by sitting attentively but easily in the chair.	()	()
4. The applicant spoke clearly and used standard English during the interview.	()	()
5. The applicant asked significant questions about company working conditions.	()	()
6. The applicant was prepared for the interview and had writing instrument, copy of resume, and other appropriate materials.	()	()
7. The applicant was dressed appropriately for a job interview.	()	()
8. The applicant maintained effective eye contact with the interviewer.	()	()
9. The applicant offered a copy of his/her resume.	()	()
10. The applicant was on time for the interview.	()	()

Activity Three. Creating a Professional Profile

Objective	Students will develop a professional profile of an individual who is successful in the student's chosen <i>Career Pathway</i> . Students will observe personal traits and professional skills required for success.
Materials	<i>Evaluation Guide: Professional Profile</i> <i>Student Materials: Profile Guidelines</i>
Activity Description	<p>Students will develop a professional profile of an individual working in their chosen <i>Career Pathway</i>. (See following list for suggestions.) The profile content can be determined by the students in small groups or outlined by the teacher. Students will present their profiles to the class.</p> <p>The activity suggests that the students should focus their research on education requirements, outlook numbers and availability of jobs, and special skills required for success. These may be changed or other components added.</p> <p>For the Preparation Phase of the activity, students should work in a group to identify what to include in a profile and develop a list of questions to ask. The teacher may also provide a suggested list of professionals to contact for the profile. The interview session should be conducted at the worksite so that students can observe personal skills and work performed during a typical work day. If this is not possible, the professionals may visit the classroom.</p> <p>From: <i>Module for Business, Management, & Technology Career Path</i>. Written by Arlene Broeker. 1997. Instructional Materials Laboratory: University of Missouri, Columbia. Reprinted with permission.</p>

Activity Three. Creating a Professional Profile

Adaptation to Arizona's *Career Pathways*: Suggested occupations by *Career Pathway*

Arts/Communications/Humanities

- ★ Archaeologist (contact local Bureau of Land Management or Forest Service office, or natural history museum)
- ★ Commercial artist (graphic designer, architect)
- ★ Interior designer
- ★ Local artist, author, musician
- ★ Museum employee (e.g., a curator) or volunteer
- ★ Newspaper/TV reporter

Health Services

- ★ Laboratory technician
- ★ Medical records specialist
- ★ Nurse
- ★ Physician
- ★ Sports therapist
- ★ Surgeon
- ★ Veterinarian

Business Systems

- ★ Accountant
- ★ Financial planner
- ★ Network administrator
- ★ Receptionist
- ★ Salesperson
- ★ Secretary
- ★ Store manager
- ★ Web designer

Natural Resources

- ★ Wildlife biologist
- ★ Rancher
- ★ Farm manager
- ★ Groundskeeper
- ★ Landscaper

Engineering/Industrial Systems

- ★ Architect
- ★ Automotive engineer
- ★ Automotive technician
- ★ Carpenter
- ★ Civil engineer
- ★ Plumber
- ★ Surveyor
- ★ Urban planner

Social/Human Services

- ★ Attorney
- ★ Chef
- ★ Convention manager
- ★ Cosmetologist
- ★ Firefighter
- ★ Meeting planner
- ★ Police officer
- ★ Psychologist
- ★ Teacher

Student Materials: *Profile Guidelines*

You will choose an occupation from your selected *Career Pathway* and identify an individual in that career. You will then prepare a profile of the individual and follow with an interview and job shadowing activity.

This activity involves researching the educational and work experience needed to prepare for and succeed in the occupation as well as the interpersonal skills involved. This activity is designed to provide for personal contact with an individual and development of a profile. You will develop the skills to communicate effectively within and beyond the classroom. This activity will allow you to develop interpersonal skills.

Preparation Phase

You should meet with others working on this activity for a brainstorming session to develop a list of things to include in the profile and develop a list of questions to ask during the interview. The profile you develop should include the educational experience as well as the work experience of the person selected for the profile. Profiles will be shared with the class. Your teacher will decide the format and method of reporting the profile.

Research Phase

Resources such as the *Occupational Outlook Handbook*, an organization's website, and publications from the local Chamber of Commerce can help you find out more about a particular organization and locate someone to interview and profile.

Your research should focus on education requirements, outlook numbers and availability of jobs, and special skills required for success in a certain profession. Research with the individual for the profile should include a job description. Be prepared with open-ended questions for the interview such as the following.

- ★ Please describe the duties you perform on a daily basis.
- ★ What skills are necessary to be successful in this occupation?
- ★ What level of education is necessary for this career?
- ★ What advanced education would you recommend for someone interested in this career?
- ★ Why did you choose this career? What factors were involved in your decision?
- ★ Who was influential in your career choice?
- ★ What changes have taken place in your career in the past five years?
- ★ What changes do you expect to occur in the next five years?
- ★ What is the outlook for advancement in this career path?
- ★ What are some other related positions which I might consider?

You will use information from the individual to analyze trends in the entire career field.

Observation Phase

By arranging for a time to spend with the professional who was selected for the profile, you will be able to observe how the professional conducts his/her routine activities. This experience should be documented and included in your personal portfolio. You should also use this information as you develop your career plan.

Planning Phase

Develop a career plan which includes educational opportunities and work-based plans. Meet with the individual you selected for the profile and share your career plan. Ask for suggestions and input and the professional's expert advice regarding your plan and how to achieve your goals.

Reporting Phase

The profile you develop should be shared with the class. Your instructor will advise you of the format for the written and/or oral report. If you have presentation software, this would be an excellent medium to use for your report.

Evaluation Phase

Use the evaluation guide to help you determine the expectations/points for each component of the project.

Evaluation Guide: *Professional Profile*

Check only if acceptable

20 points possible

Communicate with various audiences for a variety of purposes.

- ☐ Select and use formats appropriate for audience and purpose.
- ☐ Evaluate and revise communications after considering audience feedback.
- ☐ Analyze appropriateness and effectiveness of communications, considering language choices.
- ☐ Communicate effectively in a variety of real or simulated workplace situations.

Create communications to publish or present information and ideas.

- ☐ Plan and compose a variety of communications.
- ☐ Use a variety of technologies to produce communications for different audiences and purposes.
- ☐ Revise content for clarity.
- ☐ Revise and edit presentations considering audience feedback.
- ☐ Proofread communications to meet conventional standards.

Demonstrate proficiency in speaking and writing.

- ☐ Demonstrate fluency and accuracy in writing and/or spoken communications.
- ☐ Consult style guides to increase accuracy in use of conventions.

Participate in formal and informal presentations and discussions.

- ☐ Speak clearly and loudly enough to be heard.
- ☐ Demonstrate effective listening by making relevant comments.
- ☐ Respond appropriately to others' points of view.
- ☐ Create visual support for presentations using technology.

Apply communication skills and strategies to facilitate decision-making.

- ☐ Apply and abide by agreed upon rules and procedures for conducting group meetings.
- ☐ Participate actively in discussions.
- ☐ Listen to and consider the ideas and opinions of others.

Make informed decisions regarding communications.

- ☐ Practice integrity in classroom work and in the workplace.
- ☐ Create accurate and aesthetically pleasing communications.